



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 3

Test Date: March 2009
Code: 10571239
SAU: Falmouth School Department
School: Plummer-Motz School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores	2
Summary of Student Participation	3
English Language Arts – Reading Results	4-6
Mathematics Results	7-9

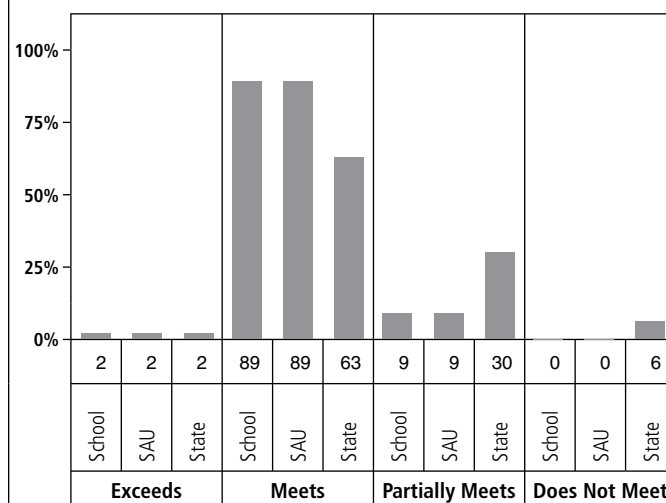
SUMMARY OF SCORES

Test Date: March 2009
Grade: 3
SAU: Falmouth School Department
School: Plummer-Motz School

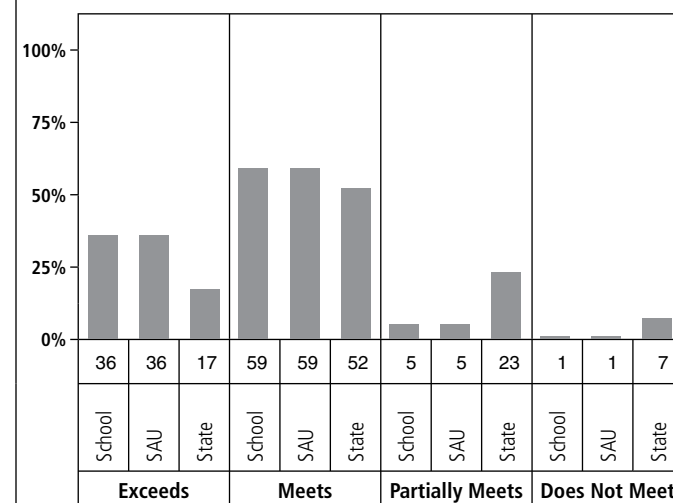
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	352	352	345
2007–2008	351	351	344
2008–2009	349	349	345
Cum. Avg.*	351	351	345
Mathematics			
2006–2007	359	359	347
2007–2008	356	356	347
2008–2009	358	358	348
Cum. Avg.*	358	358	347

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 3
SAU: Falmouth School Department
School: Plummer-Motz School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	160	100	160	100	13763	100	160	100	160	100	13691	100	160	100	160	100	13691	100						
Ethnicity African American/Black	0	0	0	0	416	3	0	0	0	0	412	99	0	0	0	0	414	100						
American Indian or Native Alaskan	1	1	1	1	102	1	1	100	1	100	101	100	1	100	1	100	101	100						
Asian or Pacific Islander	5	3	5	3	232	2	5	100	5	100	226	97	5	100	5	100	227	98						
Hispanic	0	0	0	0	167	1	0	0	0	0	164	98	0	0	0	0	164	98						
Caucasian/White	154	96	154	96	12846	93	154	100	154	100	12788	100	154	100	154	100	12785	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	20	13	20	13	2414	18	20	100	20	100	2388	100	20	100	20	100	2388	100						
Current LEP	6	4	6	4	420	3	6	100	6	100	413	98	6	100	6	100	417	99						
Economically disadvantaged	10	6	10	6	5887	43	10	100	10	100	5847	100	10	100	10	100	5846	100						
Migrant	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	145	91	145	91	10316	75	145	91	145	91	10355	75						
Identified disability (PET/IEP)	5	3	5	3	437	4	5	3	5	3	445	4						
LEP	5	3	5	3	192	2	5	3	5	3	193	2						
504 plan	1	1	1	1	83	1	1	1	1	1	83	1						
Participation with accommodations	15	9	15	9	3179	23	15	9	15	9	3152	23						
Identified disability (PET/IEP)	15	100	15	100	1757	55	15	100	15	100	1759	56						
LEP	1	7	1	7	214	7	1	7	1	7	219	7						
504 plan	0	0	0	0	63	2	0	0	0	0	64	2						
Other	0	0	0	0	1192	37	0	0	0	0	1157	37						
Participation through alternate assessment (PAAP)	0	0	0	0	194	1	0	0	0	0	184	1						
Identified disability (PET/IEP)	0	0	0	0	194	100	0	0	0	0	184	100						
LEP	0	0	0	0	5	3	0	0	0	0	5	3						
504 plan	0	0	0	0	1	1	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0												
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	21	0						
Non-participation – other	0	0	0	0	53	0	0	0	0	0	51	0						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 3
SAU: Falmouth School Department
School: Plummer-Motz School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 362–380)	2006-2007	14	9	14	9	332	2
	2007-2008	8	6	8	6	227	2
	2008-2009	3	2	3	2	262	2
	Cum. Total*	25	5	25	5	821	2
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 342–360)	2006-2007	138	85	138	85	8691	63
	2007-2008	127	88	127	88	8403	62
	2008-2009	142	89	142	89	8500	63
	Cum. Total*	407	87	407	87	25594	63
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 332–340)	2006-2007	7	4	7	4	3781	27
	2007-2008	7	5	7	5	4018	30
	2008-2009	15	9	15	9	3985	30
	Cum. Total*	29	6	29	6	11784	29
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 300–330)	2006-2007	3	2	3	2	1021	7
	2007-2008	2	1	2	1	938	7
	2008-2009	0	0	0	0	748	6
	Cum. Total*	5	1	5	1	2707	7

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	46	100	32.3	70.2	32.3	70.2	28.3	61.5
A1/A2 Interconnected Elements/Literary Text	32	70	22.5	70.3	22.5	70.3	19.9	62.2
A1/A3 Interconnected Elements/Informational Text	14	30	9.8	70.0	9.8	70.0	8.4	60.0

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 3
 SAU: Falmouth School Department
 School: Plummer-Motz School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	160	3	2	142	89	15	9	0	0	349	160	2	89	9	0	349	13495	2	63	30	6	345
Ethnicity																						
African American/Black	0										0						402	0	40	41	18	339
American Indian or Native Alaskan	1										1						99	0	64	31	5	343
Asian or Pacific Islander	5	0	0	4	80	1	20	0	0	350	5	0	80	20	0	350	222	4	63	25	8	345
Hispanic	0										0						162	0	51	38	10	342
Caucasian/White	154	3	2	137	89	14	9	0	0	349	154	2	89	9	0	349	12610	2	64	29	5	345
Not Reported	0										0						0					
Identified disability																						
Yes	20	0	0	15	75	5	25	0	0	346	20	0	75	25	0	346	2194	0	32	50	18	338
No	140	3	2	127	91	10	7	0	0	349	140	2	91	7	0	349	11301	2	69	26	3	346
Current LEP																						
Yes	6	0	0	5	83	1	17	0	0	351	6	0	83	17	0	351	406	0	39	41	20	339
No	154	3	2	137	89	14	9	0	0	349	154	2	89	9	0	349	13089	2	64	29	5	345
Economically disadvantaged																						
Yes	10	0	0	8	80	2	20	0	0	345	10	0	80	20	0	345	5721	1	52	39	9	342
No	150	3	2	134	89	13	9	0	0	349	150	2	89	9	0	349	7774	3	71	23	3	346
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	160	3	2	142	89	15	9	0	0	349	160	2	89	9	0	349	13489	2	63	30	6	345
Gender																						
Female	73	2	3	63	86	8	11	0	0	350	73	3	86	11	0	350	6568	3	67	26	4	346
Male	87	1	1	79	91	7	8	0	0	348	87	1	91	8	0	348	6927	1	59	33	7	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						2300	0	39	49	11	340
No	160	3	2	142	89	15	9	0	0	349	160	2	89	9	0	349	11195	2	68	25	4	345
Gifted/talented program																						
Yes	0										0						155	11	87	2	0	354
No	160	3	2	142	89	15	9	0	0	349	160	2	89	9	0	349	13340	2	63	30	6	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 3
SAU: Falmouth School Department
School: Plummer-Motz School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										0						5	1	44	39	16	340
B. less than one hour	83	3	2	114	87	14	11	0	0	349	83	2	87	11	0	349	80	2	66	28	4	345
C. one to two hours	16	0	0	24	96	1	4	0	0	350	16	0	96	4	0	350	13	2	61	32	6	344
D. more than two hours	1	0	0	2	100	0	0	0	0	348	1	0	100	0	0	348	3	1	36	45	18	339
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	36	2	3	52	90	4	7	0	0	350	36	3	90	7	0	350	47	3	68	24	4	346
B. good	54	1	1	78	91	7	8	0	0	349	54	1	91	8	0	349	41	1	62	31	5	344
C. fair	9	0	0	11	73	4	27	0	0	346	9	0	73	27	0	346	9	0	51	41	8	342
D. poor	1	0	0	1	100	0	0	0	0	344	1	0	100	0	0	344	2	0	30	51	19	338
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	33	3	6	47	89	3	6	0	0	351	33	6	89	6	0	351	31	3	63	28	6	345
B. They match some of what I have learned.	63	0	0	89	89	11	11	0	0	348	63	0	89	11	0	348	49	2	68	26	3	345
C. They match just a little of what I have learned.	3	0	0	4	100	0	0	0	0	346	3	0	100	0	0	346	14	1	53	39	7	342
D. There is no match.	1	0	0	1	50	1	50	0	0	342	1	0	50	50	0	342	6	0	43	43	14	340
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	13	0	0	17	85	3	15	0	0	349	13	0	85	15	0	349	18	1	50	38	11	342
B. about the same as my regular schoolwork	73	2	2	107	91	8	7	0	0	349	73	2	91	7	0	349	57	2	68	26	3	346
C. easier than my regular schoolwork	14	1	4	18	78	4	17	0	0	349	14	4	78	17	0	349	25	1	61	31	6	344
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	6	0	0	7	78	2	22	0	0	347	6	0	78	22	0	347	15	0	38	48	14	340
B. Most of the passages were about the same as what I normally read.	59	3	3	81	85	11	12	0	0	348	59	3	85	12	0	348	48	2	66	29	4	345
C. Most of the passages were easier than what I normally read.	35	0	0	54	96	2	4	0	0	350	35	0	96	4	0	350	37	3	70	23	4	347
How much time do you spend reading at home each day?																						
A. more than one hour	29	0	0	45	96	2	4	0	0	350	29	0	96	4	0	350	22	3	67	25	4	346
B. 20 minutes to an hour	58	3	3	83	89	7	8	0	0	349	58	3	89	8	0	349	46	2	68	26	4	346
C. less than 20 minutes	8	0	0	9	69	4	31	0	0	345	8	0	69	31	0	345	18	1	56	36	8	343
D. I rarely read at home.	4	0	0	5	71	2	29	0	0	345	4	0	71	29	0	345	14	0	50	40	10	341
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	32	1	2	43	84	7	14	0	0	349	32	2	84	14	0	349	29	1	56	36	7	343
B. six to ten pages	22	0	0	29	83	6	17	0	0	348	22	0	83	17	0	348	21	2	62	31	5	344
C. eleven or more pages	46	2	3	70	95	2	3	0	0	350	46	3	95	3	0	350	50	3	68	25	5	346
Optional school/SAU question																						
A.	100	0	0	2	67	1	33	0	0	344	100	0	67	33	0	344						
B.	0										0											
C.	0										0											
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 3
SAU: Falmouth School Department
School: Plummer-Motz School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 362–380)	2006-2007	54	33	54	33	1985	14
	2007-2008	51	35	51	35	2277	17
	2008-2009	57	36	57	36	2328	17
	Cum. Total*	162	35	162	35	6590	16
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 342–360)	2006-2007	99	61	99	61	6990	51
	2007-2008	78	54	78	54	6764	50
	2008-2009	94	59	94	59	7045	52
	Cum. Total*	271	58	271	58	20799	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 326–340)	2006-2007	8	5	8	5	3673	27
	2007-2008	12	8	12	8	3504	26
	2008-2009	8	5	8	5	3137	23
	Cum. Total*	28	6	28	6	10314	25
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 300–324)	2006-2007	1	1	1	1	1193	9
	2007-2008	3	2	3	2	1044	8
	2008-2009	1	1	1	1	997	7
	Cum. Total*	5	1	5	1	3234	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	48	100	38.1	79.4	38.1	79.4	31.5	65.6
A. Number	20	42	15.7	78.5	15.7	78.5	12.8	64.0
B. Data	8	17	7.2	90.0	7.2	90.0	6.1	76.3
C. Geometry	8	17	6.1	76.3	6.1	76.3	5.5	68.8
D. Algebra	12	25	9.1	75.8	9.1	75.8	7.1	59.2

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 3
 SAU: Falmouth School Department
 School: Plummer-Motz School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	160	57	36	94	59	8	5	1	1	358	160	36	59	5	1	358	13507	17	52	23	7	348
Ethnicity																						
African American/Black	0										0						407	7	37	32	24	338
American Indian or Native Alaskan	1										1						99	7	47	38	7	344
Asian or Pacific Islander	5	3	60	2	40	0	0	0	0	364	5	60	40	0	0	364	223	25	45	24	7	350
Hispanic	0										0						162	6	44	35	15	341
Caucasian/White	154	54	35	91	59	8	5	1	1	358	154	35	59	5	1	358	12616	18	53	23	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	20	0	0	16	80	3	15	1	5	348	20	0	80	15	5	348	2204	6	36	36	22	338
No	140	57	41	78	56	5	4	0	0	360	140	41	56	4	0	360	11303	19	55	21	4	350
Current LEP																						
Yes	6	2	33	4	67	0	0	0	0	360	6	33	67	0	0	360	412	7	37	35	21	339
No	154	55	36	90	58	8	5	1	1	358	154	36	58	5	1	358	13095	18	53	23	7	348
Economically disadvantaged																						
Yes	10	0	0	9	90	1	10	0	0	346	10	0	90	10	0	346	5727	10	48	31	12	343
No	150	57	38	85	57	7	5	1	1	359	150	38	57	5	1	359	7780	23	55	18	4	351
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	160	57	36	94	59	8	5	1	1	358	160	36	59	5	1	358	13501	17	52	23	7	348
Gender																						
Female	73	27	37	42	58	3	4	1	1	359	73	37	58	4	1	359	6568	16	52	24	8	348
Male	87	30	34	52	60	5	6	0	0	358	87	34	60	6	0	358	6939	18	53	22	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						2300	4	43	39	14	340
No	160	57	36	94	59	8	5	1	1	358	160	36	59	5	1	358	11207	20	54	20	6	350
Gifted/talented program																						
Yes	0										0						155	73	26	1	0	368
No	160	57	36	94	59	8	5	1	1	358	160	36	59	5	1	358	13352	17	52	23	7	348

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
 Grade: 3
 SAU: Falmouth School Department
 School: Plummer-Motz School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										0						5	9	38	32	21	340
B. less than one hour	83	43	33	80	61	7	5	1	1	358	83	33	61	5	1	358	80	19	54	22	5	349
C. one to two hours	16	12	48	12	48	1	4	0	0	360	16	48	48	4	0	360	13	16	51	24	9	347
D. more than two hours	1	1	50	1	50	0	0	0	0	354	1	50	50	0	0	354	3	6	31	39	24	337
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	33	27	51	25	47	0	0	1	2	363	33	51	47	0	2	363	40	25	51	17	7	351
B. good	53	28	33	52	62	4	5	0	0	357	53	33	62	5	0	357	45	14	56	24	6	348
C. fair	13	1	5	15	75	4	20	0	0	352	13	5	75	20	0	352	12	7	49	34	10	343
D. poor	1	0	0	2	100	0	0	0	0	345	1	0	100	0	0	345	3	3	35	43	20	337
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	29	18	39	25	54	3	7	0	0	360	29	39	54	7	0	360	38	23	52	19	5	351
B. They match some of what I have learned.	65	34	33	63	62	4	4	1	1	358	65	33	62	4	1	358	45	16	56	22	6	348
C. They match just a little of what I have learned.	6	4	44	4	44	1	11	0	0	357	6	44	44	11	0	357	12	10	45	33	12	343
D. There is no match.	1	0	0	1	100	0	0	0	0	352	1	0	100	0	0	352	5	5	35	38	22	338
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	10	4	27	10	67	0	0	1	7	356	10	27	67	0	7	356	17	8	45	34	13	342
B. about the same as my regular schoolwork	77	42	35	71	59	8	7	0	0	358	77	35	59	7	0	358	59	19	55	21	5	350
C. easier than my regular schoolwork	13	9	43	12	57	0	0	0	0	361	13	43	57	0	0	361	24	20	51	21	8	349
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	3	0	0	3	60	1	20	1	20	343	3	0	60	20	20	343	15	8	41	35	15	341
B. 30–45 minutes	14	7	33	12	57	2	10	0	0	357	14	33	57	10	0	357	29	16	54	23	6	348
C. 45–60 minutes	47	33	46	36	50	3	4	0	0	361	47	46	50	4	0	361	32	21	55	19	5	350
D. more than 60 minutes	36	15	27	40	71	1	2	0	0	357	36	27	71	2	0	357	25	21	53	20	6	350
How often do you use calculators in mathematics class?																						
A. almost every day	3	0	0	3	75	0	0	1	25	347	3	0	75	0	25	347	6	6	33	39	23	337
B. two or three days a week	33	13	25	37	73	1	2	0	0	357	33	25	73	2	0	357	12	15	55	22	8	348
C. two or three times each month	45	27	39	38	54	5	7	0	0	358	45	39	54	7	0	358	26	20	56	19	5	350
D. never or almost never	20	14	45	15	48	2	6	0	0	361	20	45	48	6	0	361	56	18	52	23	7	348
How often do you use hands-on materials in mathematics class?																						
A. almost every day	31	17	35	30	61	2	4	0	0	358	31	35	61	4	0	358	37	14	51	27	9	346
B. two or three days a week	47	28	38	41	55	4	5	1	1	359	47	38	55	5	1	359	27	20	55	19	6	350
C. two or three times each month	14	9	41	11	50	2	9	0	0	358	14	41	50	9	0	358	19	22	53	19	6	350
D. never or almost never	8	2	17	10	83	0	0	0	0	357	8	17	83	0	0	357	18	15	51	26	8	347
Optional school/SAU question																						
A.	100	0	0	2	67	1	33	0	0	345	100	0	67	33	0	345						
B.	0										0											
C.	0										0											
D.	0										0											